

ENGLISH LANGUAGE TEACHING AND PROBLEMS IN INDIA

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ABSTRACT

The purpose of education in most settings is to broaden the knowledge and skills base of the students. That remains true at all levels of study from primary schools to post-graduate courses at universities. How the teaching happens is very variable and may be impressively imaginative and enthralling or downright dull and boring. Whichever it is, teachers start from the premise that they know something their students do not and they use their common language to enhance and expand the experiences of the learners.

KEYWORDS: *English teaching, language, learners and problems*

INTRODUCTION

English language teaching in India is huge and massive. What is meant here is that most teaching requires the teacher to use the language he or she has in common with the learners to help them acquire new information and skills. For example, in teaching a general school subject such as mathematics, history, sports or literature, teachers and learners share a common language but have experiences which differ. The object of teaching is to use the language to bring the experiences of the teacher and the learners closer together. People can be taught facts and asked to memorise them, or you can guide them towards learning the facts on your own or demonstrate how things operate. In order for students to learn about, discuss, read about, and write about the world, it is expected that they possess the communication skills necessary. The knowledge needed to accomplish so, which they lack, must be imparted in some way. The quirks and individuality of foreign languages may make learning them a challenging task. Two languages are not exactly the same thing, despite their similarities. Learning English as a second language can be challenging for learners due to the abrupt transition from a known language to a foreign one. This can lead to a variety of mistakes being made, including phonetic, syntactic, morphological, and semantic problems. An issue that arises when a learner transfers abilities from his native or indigenous language (L1) to his second language (L2) is known as mother tongue interference phenomenon, and it affects second language learners of English as well.

Most students do not have the opportunity to work on advanced reasoning projects; the problems can be morphological, syntactic (grammatical), phonological (mispronunciation), semantic, or syntactic. For learners of second languages, pronouncing certain English words phonetically may be a challenge because these sounds are absent from their native tongues. Some examples include the palato-alveolar fricative sound /B/ in measure, pleasure, and other words, and the dental sounds in thin, this and/or in them, that, etc.

The pupils revere elders through the syntactic use of plurality.

One of the biggest problems facing English language learners is the fearful attitude that students have regarding the use and usage of the language, especially when they encounter a proficient user. It can occasionally be awkward to speak a foreign language to fellow citizens, especially if those people are proud speakers of that language. They would not be surprised that no one in their own tongue spoke it. When communicating in English, a speaker must be prepared and confident; otherwise, mistakes and incoherence may occur.

"Now, the failure in teaching English as a second language stems not from the theory, training, and mechanics of language teaching, but from the intrinsic conceptual inappropriateness in accepting English as a second language, L2, pedagogically and linguistically," Kapoor states. He concludes that English is definitely useless in our daily lives after conducting more research on the subject. As it happens, this is the main problem with English teaching in India. Everybody in the country is required to speak it as their second language (L2) even though it is not intended for that purpose because it is alien. Taking into account the aims, objectives, and learning objectives, it is also evident that teaching English as a second language (L2).

I agree with Kapoor that all Indian students learn English as one of their Indian languages, which prevents them from being proficient in the language. In no way has the use of technology, audio cassettes, radio, TV, syllabus reviews, testing, error analysis, remedial courses, U.G.C. sponsored institutions, or the language lab improved student standards. Except in rare circumstances, the standard of English has always been below even the minimal need. It is not appropriate for language classes to be one-person shows; both the professors and the students should take on multiple parts.

Occasionally the pupils should be silent listeners and at other times they should be active participants. The basic and the desirable skills have to be developed in language class which acts as a stress reliever at times and a refreshing spring which makes the students ready to compete, withstand and excel in this world of rat face. And the new and emerging technology makes it possible and now learning and teaching is becoming joyful experiences. It is therefore recommended that English learners must be extensive readers. Teachers must reward efforts of learners so as to persuade their struggle to procure the language skills.

CONCLUSION

In India most of students are from marginalised society and also from economically backward class . In order to achieve better results in English language, students should be given task oriented practice for listening, reading, writing and speaking in order to attain proficiency in English language teaching. Also professional teachers who can teach English better to learners should be recruited in English subject. English must be taught as a skill language rather than rote learning.

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